

Research, Pilot and Development Process for Instructional Technology

1) Pilot Process:

- a) Pre-Pilot meeting with administration (BOCES and District)
 - i. Each district will belong to their local BOCES Model Schools program prior to participating in a pilot (Erie 1, Erie 2, O/N or CA BOCES)
 - ii. Discuss what type of pilot, name/grade level of teacher, content area, technology available
- b) Initial Pilot meeting with all appropriate staff (BOCES and District)
 - i. Administration, teacher(s), BOCES support staff, staff developers
 - ii. Discuss content area, technology comfort level, available resources, set up dates, review data collection tools
- c) Planning meeting with teacher(s) – substitute needed (MS reimbursed)
 - i. length of pilot, discuss content, research applications/websites, develop projects
- d) Pilot in classroom – 4 weeks
 - i. Grade level/Number of Students
 - ii. Content/Topic
 - iii. Time Dedicated to Project
 - iv. Projects
 - v. Assessment (project based)
 - vi. Survey & Interviews
 - vii. Focus Group
- e) Collect resources for support and post to shared BOCES site (Moodle)
- f) Support during pilot (RIC & BOCES staff developers)
 - i. 2 days to start the pilot
 - ii. Minimum of 1 day per week during pilot
 - iii. 2 days to end the pilot
- g) Post-pilot meeting (focus group) with appropriate staff and students (BOCES and District)

2) Pilot Evaluation:

This step is meant to evaluate the results of the pilot(s) and provide information for the development or adjustment a service from this evaluation.

- a) Data collection throughout process:
 - i. Pre-survey of teacher, students, district staff and BOCES/RIC staff (Moodle)
 - ii. Interviews
 - (1) Semi-structured pre and post interviews with teacher

- (2) Each week a quick 4 question interview with the teacher
- (3) Each week a mini-interview with 2 students (one student is consistently interviewed and the second is different each time)
- iii. Ongoing observation: Completion of the observation/reporting form by the support staff who is in the classroom. Pictures of pilot (Moodle)
- iv. Focus Group: A final session focus group of all appropriate staff in district and BOCES AND student representation (when appropriate/available)
- v. Post-survey of teacher, students, district staff and BOCES/RIC staff.
- b) Creation of summary report (White paper):
 - i. Include implementation information
 - ii. Challenges, how resolved, etc.

Desired Research Questions:

- *To what extent was this an effective learning experience?*
- *What are the critical characteristics of a service, which will support this type of instructional experience?*

SURVEYS

Pre-Survey

Purpose: the purpose of this pre-survey is to gather initial data, beliefs and establish the project/classroom profile. This information will be used to customize the interview with the teacher(s) and the focus group session.

People who will take it: teacher, students

Administered through a webform (Moodle)- by pilot staff

SURVEY:

Type of Question	Question	Who? (Teacher or Student)
Info	This pre-survey is meant to gather the initial information about this pilot project. Please fill it out to the best of your knowledge.	ALL
<i>This section is meant to gather basic information about the class and project</i>		
Box	Name (student's first name only)	T/S
Box	Name of Pilot Project (s)	T
Box	Organization/Dept (for BOCES/RIC), District/Building (Teacher), Class/Teacher's Name (Student)	ALL
Box	Grade Level/Subject	T/S
Box	Class Size	T
Memo	Title of ALL projects	T
Memo	Briefly describe each project.	T
Range	How much class time is dedicated to EACH of the project based lessons?	T
Range	Expected length of project(s)	T
<i>This section is to talk a little about the instructional goals/plans for the project</i>		
Box	What are your curricular objectives for this project?	T
Box	How will this project be assessed?	T
<i>This section will ask you about some of your feelings and beliefs around technology and this topic area.</i>		
Scale	How important is it for you to use technology every day? 5= Very Important, 4= Important, 3= Unsure, 2= Not Important, 1= I Never Use Technology	T/S
Scale	How many times have you used this type of technology before? (iPod Touch, iPad, Netbook, eReader) 5= Daily, 4= Weekly, 3= Occasionally, 2= Once or twice, 1= Never	T/S
Scale	How much do you use technology in your school?	T/S

	5= Daily, 4= Weekly, 3= Occasionally, 2= Once or twice, 1= Never	
Memo	Please list the technologies that you use most frequently in your classroom	T
Scale	How much do you like this subject area? (Science, Math, ELA, Social Studies) 5= A lot, 4= Pretty Good, 3= Its OK, 2= Don't like it, 1= Wish I wasn't taking it	S
Scale	How are your grades in this class? (overall) 5= A, 4= B, 3= C, 2= D, 1= F	S
<i>This section will ask about the support you have for this project.</i>		
Scale	How much support from the local school district technology staff do you expect to need? 5= Daily, 4= Weekly, 3= Occasionally, 2= Once or twice, 1= Never	T
Memo	For the duration of this project, what support is in place from the district?	T
Memo	When you learn about technology, who usually helps you? If you were given a new iPod how would you learn to use it?	S/T

Post Survey

Purpose: the purpose of this post-survey is to gather basic final data and beliefs to be used in the focus group and final interviews.

People who will take it: teacher, students

Administered through a webform (Moodle)- by pilot staff

SURVEY:

Type of Question	Question	Who? (Teacher or Student)
Info	This post survey is meant to gather the final information about this pilot project. Please fill it out to the best of your knowledge.	ALL
<i>This section is meant to gather basic information about the class and project</i>		
Box	Name (student's first name only)	All
Box	Class	ALL
Memo	Please list each project you did.	ALL
Memo	Please describe what you did in each project.	S/T
Memo	Please choose one of the projects and describe how you would do it differently.	S
Ranges	How long did the project(s) take?	T
<i>This section is to talk a little about the instructional goals/plans for the project</i>		
Box	(T) How where the completed projects assessed? (s) How did your	T/S

	teacher give you a grade on the projects? (Rubric or Number Grade)	
Box	Where there any other assessments (formal or informal) that were used?	T
Scale	How did the students/you perform on these assessments? 5= Above Average, 4= Slightly Above Average, 3= Average, 2= Slightly Below Average, 1= Below Average	T
Scale	To what extent was the students' performance typical? Students - (Did you do better in this subject than you normally do?) 5= Typical, 4= Somewhat Typical, 3= Unsure, 2= Different, 1= Extremely different	T/S
Scale	To what extent did you meet your curricular objectives for this project? 5= Above my expectation, 4= Met all objectives, 3= Met most objectives, 2= Met some objectives, 1= Did not meet objectives	T
Memo	How would you do this or similar lessons/units differently now that you have had this pilot? Students – (What other lessons or units could you see using these devices in? Any other classes?)	T/S
<i>This section will ask you about some of your feelings and beliefs around technology and this topic area.</i>		
Scale	How important is it for you to use technology every day? 5= Very Important, 4= Important, 3= Unsure, 2= Not Important, 1= I Never Use Technology	T/S
Scale	How much do you use technology in your school? 5= Daily, 4= Weekly, 3= Occasionally, 2= Once or twice, 1= Never	T/S
Memo	Since the project has technology become more important for you in your everyday life?	T/S
Memo	After completing this pilot project, are you more apt to integrate technology into your lessons?	T
Memo	Now that you have completed the pilot project, have you been using technology more in your classroom?	T
Memo	What new technologies have you been using?	T
Memo	After implementing this pilot project, how has integrating technology into your lessons become more important?	T
<i>This section will ask about the support you have for this project.</i>		
Scale	How much support from the local school district technology staff did you need? 5= Daily, 4= Weekly, 3= Occasionally, 2= Once or twice, 1= Never	T
Memo	What support was used during the process?	T
Memo	What would have made this project better/more successful? (in your own opinion)	S/T
Memo	What support will you need to move this forward into future classroom projects?	T

Interviews

Pre-Interview (Teacher)

Purpose: To gather data about the teacher's approach to this learning unit prior to the pilot starting.

- How would you have normally taught this topic?
- What excites you about teaching differently through this pilot?
- What expectations do you have for this project?
- What types of planning/research have you done for this project?
- Why did you choose to be a part of this pilot?
- How do you think your students will respond to this pilot? Why?

Ongoing Interview

Weekly Quick Interview (Teacher)

Purpose: To gather 'snap shots' from the teacher's point of view throughout the project

What it is: Each week a quick mini-interview with the teacher

- What interesting things have you done?
- What interesting things have you seen the students do?
- What student learning took place this week as part of the pilot?
- What would you need to have this project go even better?

Weekly Quick Interview (Student)

Purpose: To gather 'snap shots' from the students' point of view throughout the project

What it is: Each week a quick mini-interview with at least two students (one student is consistently interviewed and the second is different each time). Selections of students are based on the availability of the student during the available interview time that week.

- What interesting things have you done while we have been working on the pilot projects?
- What interesting/different things have you seen the teacher and other students do?
- What do you think could have made this better?
- If you think about this week's project, what could have been better?

Post-Interview (Teacher)

Purpose: To gather data about the project as a whole from the teacher's perspective.

- What did you learn?
- How did it go?
- What was most helpful? (probe for support)
- What were the obstacles?
- What other support would you need?
- What interesting things have you done in this pilot?
- What interesting things have you seen the students do?
- What would you need to have this go even better?
- What other topics or units are you now rethinking after having gone through this pilot?

Snapshot

This is to capture a view of the project at regular intervals. Online form completed once a week. This is completed by the staff developer only.

Classroom:

- Project Title
- How many students (attendance)
- Time of the day/day of the week
- Topic of lesson/Objective/Essential Question (as described by the teacher)
- How was this assessed?
- What did the teacher do?
- What did the students do?
- What did you do?
- Anything interesting or unique happen?
- How did the technology work: (list of check boxes per project)
- What would have made things go even better?
- Include a picture or video of the students in action (need releases for students)
- Include samples of students work if appropriate (can be just digital pictures of their work)

District: (if appropriate)

- What technical or instructional support was needed this week?
- What additional supports or planning would make this stronger?
- What topics do you see as needing additional thought if this pilot were to be more fully implemented in your district?

BOCES/RIC

- What support has been provided for this project this week?
- What issues/concerns do you see in supporting this type of service?
- What additional supports would make this stronger?
- How did the changes made to the support in the past week work out?

Focus Group

Purpose: The purpose of the focus group is to gather data across the various levels of this pilot in a discussion format. This will allow for more in-depth information on specific areas of interest. The focus group will be held at the end of the pilot and be made up of students, teacher, district representative and BOCES/RIC personnel.

- What went well? What didn't go as well?
- Was this a valuable learning experience for students? Why?
- What were the critical supports needed for this type of instructional experience?
- What else could make this type of pilot a better learning experience for students and teachers?